

Advocacy Methods

1. Autism Ontario works with the Ministry of Education, School Boards, Schools, parents and all other relevant government agencies to build greater co-operation and understanding of the issues and needs of students with ASDs.
2. Autism Ontario advocates for greater investment in the education (at all levels of government) of students with ASDs.
3. Autism Ontario provides educational tools, assistance and support to parents, guardians and caregivers in dealings with schools and board of education.
4. Autism Ontario educates families and individuals with ASD to become effective self-advocates when dealing with educational issues.

Educational Systems

1. Every child with ASD has an individualized plan both for transition from pre-school settings to school, and for all transitions throughout the school years. These plans will include appropriate supports and classroom/curriculum adaptations to ensure maintenance of previously acquired skills and continuity of learning.
2. Every student with ASD has a written transition plan in place throughout high school to ensure a smooth and successful transition from school to community. Placement in post secondary school, day program or employment is arranged prior to the student leaving high school.
3. Education for students with ASD includes not only programming for an academic curriculum, but also programming to address the

communication, social skills and behavioural challenges associated with ASD, while leveraging student strengths.

4. Parents of students with ASD are actively engaged throughout the education process as full partners in the education of their child to promote optimal learning across home and school. All plans developed for ASD students will be developed co-operatively between parents, service providers and educators.
5. Students with ASD have access to a range of placement options based on individualized student needs, regardless of geographical location. This will include all ranges from full inclusion to full segregation at all school boards.

Individual Learning Approaches

1. A curriculum that is flexible enough to allow for individual education programming for the diverse needs of students with ASD throughout the education and transition process. Assessment is based on tools and/or strategies specific to the learning needs of students with ASD; emphasis on evidence based practices

Educators, Administrators, and Assistants Training

1. To advocate and assist in the on-going professional development of all educators, administrators, assistants and parents/guardians on issues of education for students with ASD in Ontario.
2. Ontario ministries and private practitioners- work cooperatively for the realization of the best educational outcomes for each student with ASD

Vision

Acceptance and opportunities for all individuals with Autism Spectrum Disorders

Mission

To ensure that each individual with ASD is provided the means to achieve quality of life as a respected member of society

Values

Respect & support family and individual choices
Informed families
Integrity
Confidentiality
Commitment to continuous improvement
Universality
Support research

Areas of Focus

Advocacy and Support
Research
Best Practices
Government Relations
Public Awareness

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Education Policies

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Global Education Vision for Autism Ontario

Students with ASD have what they need throughout their lives to learn at their maximum potential regardless of geographical and/or financial situation